

ANDERSON COLLEGE

ANDERSON, SOUTH CAROLINA.



1913 — 1914

CATALOGUE
OF
ANDERSON COLLEGE
For Women

ANDERSON, SOUTH CAROLINA

First Session

1912--1913

ANNOUNCEMENTS FOR 1913-1914.

1913
Oulla Printing & Binding Company
Anderson, S. C.

CALENDAR---1913 *

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1914

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“The highest end of education is to fit the individual to do his part in carrying out the social activities in which he finds himself a participant.”

“The religious education of its children is the most important function of a people: the educational aim must include the fitting of the individual into the activities of Christianity.”

CALENDAR

COMMENCEMENT EXERCISES, MAY 1913.

Friday, May 23, 2 o'clock, Trustees Meeting

Friday, 23, Conservatory of Music.

Saturday, May 24, College Societies—Literary and Panta Musica.

Sunday, May 25, Sermon to Young Woman's Missionary Society.

Sunday, May 25, Sermon to Students.

Monday, May 26, Literary Address.

Monday, May 26, Expression Department.

Monday, May 26, Pay Lecture and Conservatory of Music.

SESSION 1913.

Tuesday, September 16, Arrival Day for Teachers.

Wednesday, September 17, Arrival Day for Students.

Wednesday, September 17, 8 o'clock—Meeting of Faculty.

Thursday, September 18, College Classes Organized.

Thursday, October 16, Founders' Day.

Thursday, November 27, Thanksgiving Day.

Tuesday, December 23, Christmas Recess begins.

1914.

Friday, January 2, Exercises resumed.

Tuesday, January 13, Mid-year written Examinations.

Tuesday, January 20, Second Term begins.

Tuesday, May 19, Second Written Examinations begin.

Saturday, May 23, Commencement Exercises begin.

Sunday, May 24, Baccalaureate Sermon.

Wednesday, May 27, Commencement Day.

BOARD OF TRUSTEES

COL. H. H. WATKINS, President.

REV. L. J. BRISTOW, Secretary.

	Term Expires.
Rev. C. C. Brown, D. D., Sumter	1913.
R. S. Ligon, Anderson	1913.
Rev. H. L. Jones, D. D., Charleston	1913.
Rev. L. J. Bristow, Abbeville	1914.
Rev. S. C. Mitchell, D. D., Columbia	1914.
C. S. Sullivan, Anderson	1914.
Col. J. N. Brown, Anderson	1915.
Col. W. H. Hunt, Newberry	1915.
Col. H. H. Watkins, Anderson	1915.
Rev. G. L. Knight, Graniteville	1916.
M. M. Mattison, Anderson	1916.
W. A. Watson, Anderson	1916.
J. J. Fretwell, Anderson	1917.
Rev. W. E. Thayer, Chester	1917.
A. F. McKissick, Greenwood	1917.

EXECUTIVE COMMITTEE.

R. S. Ligon, *Chairman*.

Rev. L. J. Bristow, *Secretary*.

M. M. Mattison,

C. S. Sullivan,

Col. H. H. Watkins,

President John F. Vines, *Ex. Officio*.

OFFICERS OF ADMINISTRATION

JOHN F. VINES, D. D., President.

C. M. FAITHFULL, A. B., Vice-President.

JOHN KOLB BREEDIN, LL. D., Dean.

MARY SEYMOUR ABBOTT, A. M., Lady Principal.

CHARLES R. FISHER, Mus. Doc., Director of Music.

MRS. GRACE CATER DIVVER, Matron.

FELECIA HALL MURRAY, Purveyor.

OLGA V. PRUITT, M. D., Physician.

KATHERINE ELIZABETH SHARP, Stenographer.

FACULTY

JOHN F. VINES, D. D.,
Bible, Ethics.

C. M. FAITHFULL, A. B.,
Philosophy and Social Science.

JOHN KOLB BREEDIN, LL. D.,
English.

MARY SEYMOUR ABBOTT, A. M.,
Modern Language.

FLORENCE MADDOCKS, B. S.,
Science.

HELEN HUNTER, A. B.,
Ancient Language.

LUCY M. RISER, L. I.,
Mathematics.

*.....
History.

OLGA V. PRUITT, M. D.,
Physiology and Hygiene.

MRS. JOHN KOLB BREEDIN, B. E.,
Assistant in Mathematics.

CONSERVATORY OF MUSIC AND ART

CHARLES R. FISHER, Mus. Doc.,
Director of Music.

MRS. CHARLES R. FISHER,
Violin and Assistant in Piano.


ELLIE H. HUDSON,
Assistant in Piano.

SARAH E. STRANATHAN,
Voice.

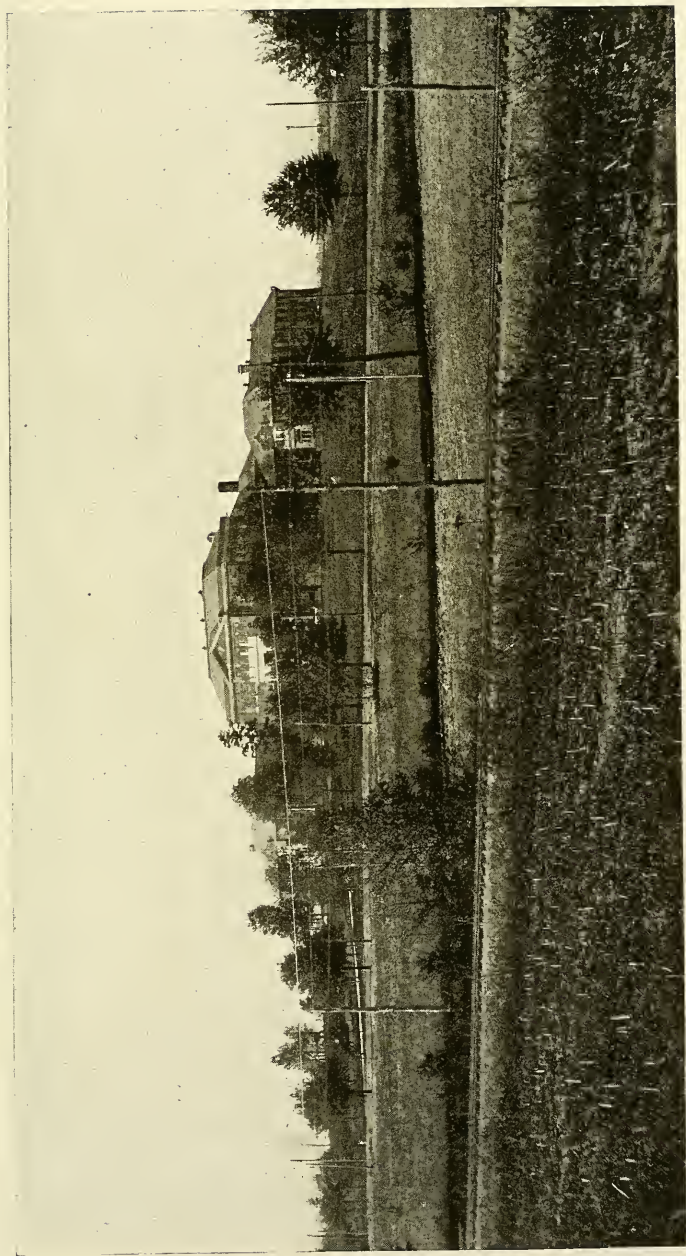
LULU DARRINGTON JONES,
Art.

ROBBIE P. WAKEFIELD, A. B.,
Expression and Physical Culture.

FELICIA HALL MURRAY,
Domestic Science.



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The College as Seen from the Interurban.

ANNOUNCEMENT

GENERAL INFORMATION

HISTORY.

The establishment of a college for women in Anderson is not the conception of any one person, but the outgrowth of a community sentiment of long standing. The largest single influence prompting the establishment of the College was the conviction that Anderson County, rich in resources, had poured full measure of her splendid energies into the channels of trade, agriculture and manufacturing, to the neglect of cultural development. Those first to recognize this were the successful business and professional men of the City. In 1910 the Chamber of Commerce inaugurated a campaign for subscriptions to build a college. The community responded with its wonted enthusiasm and unity, and at a mass meeting decided to offer \$100,000.00 and a site to the Baptist State Convention, during its session in Laurens in November, 1910, for the establishment of a high-grade college for women. The subscriptions were taken on condition that the College should be under the control of one of the religious denominations of the State.) Our people were agreed upon that point; in fact the money for building the College could not have been secured upon any other condition, as our people have deemed it essential that the College should thus be controlled so as to insure a religious atmosphere for the training of their girls. Hence the offer was made to the Baptists of South Carolina with but a single condition attached, and that was,

to build a college in Anderson worthy of the need, and in keeping with this great denomination.

A committee of leading citizens appeared before the Convention and in the name of the subscribers urged the acceptance of the gift. The Convention voted unanimously to accept, and elected the following trustees:

J. J. Fretwell,	L. J. Bristow,
R. S. Ligon,	J. N. Brown,
C. S. Sullivan,	J. K. Durst,
W. H. Hunt,	W. E. Thayer,
W. A. Watson,	C. C. Brown,
L. M. Roper,	S. C. Mitchell,
W. B. Wilbur,	H. H. Watkins,
M. M. Mattison.	

The Board effected an organization by the election of Col. H. H. Watkins as president, and Louis Bristow as secretary. Messrs. Ligon, Watkins, Sullivan, Mattison and Bristow were elected an Executive Committee and charged with the active conduct of affairs.

Subsequently the Executive Committee selected as Treasurer and Dean, Prof. John K. Breedin. The Committee was also designated as a building committee, and was charged with the duty of selecting plans, awarding contracts and proceeding with the construction of the College buildings.

The College was chartered by the General Assembly of South Carolina during the session of 1911.

Immediately began the active work of constructing and equipping the Institution. Too much cannot be said for all those connected with the giving of this College to the Baptists of the State. The architects J. H. Casey, of Anderson, and Shand & LaFaye, of Columbia, were untiring in their efforts to make the work first-class in every respect. The Executive Committee could not have been more diligent in their labors had they been engaged in matters which concerned their own private gain. The spirit of those who made the gift possible has been noted

for liberality, enthusiasm and devotion and we can assure the people of the State that this will be continued.

As a result of the united efforts of the people regardless of denomination, Anderson College began her first session September, 1912. The session has been one of splendid work done, and closes with an enrollment of more than one hundred girls who will be loyal to the institution of which they have become a part.

PURPOSE.

The aim of the College is to develop character, promote culture, and train young women in all the graces that find their expression in the life and teachings of Jesus. It will be the constant aim of the Faculty and Board of Trustees to offer a curriculum and atmosphere that will graduate young women, whose lives will be effective because of culture, refinement and trained intelligence. Believing in womanly women the course of study will include not only the branches usually offered by colleges, but also Home Economics, Art, Sanitation, Dietetics, etc. To give to society not only a scholar but a healthy body and resourceful character fitted to cope with the problems of life will be a constant ideal. A trained hand, developed mind and consecrated heart are the characteristics of the education offered by the College to the young womanhood of the State. Thorough education should fit young women to live successfully in the home, school-room, society and church. We shall ever seek to offer that training that will assist young women in realizing the highest ideals of life. We believe the purpose of the College could not be better stated than was outlined in the report of the Trustees to the Convention in 1911.

"It is believed that a great work will be accomplished here for education, and it is expected that the College shall fix its ideals to meet the demands, not only of the present prosperous and progressive times, but of the future, which will inevitably call for broader culture,

and character and consecration commensurate therewith. It will be the purpose of the Trustees of Anderson College to provide the highest intellectual training while fostering the graces peculiar to the sex. Believing in such training as shall not only stimulate the mind, broaden the horizon and quicken the moral and spiritual sense, but which shall also prepare for more efficient service in woman's distinctive field of endeavor, it has been decided to offer courses in domestic science in addition to the usual branches. The ideal of the College is to train young women for the complex duties of our generation, emphasizing the distinctive office of womanhood. We wish especially that our teachers shall combine scholarship, sociability, efficiency and spirituality. The prime need of the day is to relate the education of women to their peculiar office in life, the aim of a woman's college should be to make womanly women, to avoid the purely masculine and to cultivate the essentially feminine. This would not require any lowering of the intellectual standard; on the contrary, it calls for the highest development of the mind. It is a fact that calls for our most serious consideration that for several decades the education of the young has been increasingly committed to women teachers. Therefore, upon their intellectual equipment and force of character depends, in very great measure, the education, the moral, and the spiritual life of the boys and girls of the future.

To teach the truth, to broaden the sympathies, to cultivate the mind, to inculcate right principles, to quicken the spiritual life, to prepare for the office of womanhood—this is the obligation under which a high-grade college is conducted, and it is the aim of Anderson College."

LOCATION.

Anderson, "The Electric City," has a population in the corporate limits and suburbs of more than 17,000 people. And is situated in the Northwestern part of South Carolina, in the very heart of the famous Piedmont Belt.

The Blue Ridge Mountains are 30 miles to the north, and 234 miles to the southeast is Charleston, one of the largest and best ports of the South Atlantic coast. The City commands a geographical position favorable to the highest commercial development. It is located in a fine agricultural and manufacturing section, and its abundant store of natural resources, particularly of soil and water power, is being constantly and wisely drawn upon by our home people to their speedy upbuilding and enrichment. Its commercial enterprise and achievement, its town spirit and its financial strength have made it known throughout the South; but better than that is Anderson's reputation for hospitality. No people could be more cordial and democratic than the men and women of Anderson, no town will more quickly and gladly welcome the stranger or new resident, and no community will prize more highly the presence of young women seeking an education, or be more alert to serve and care for those entrusted to her.

RAILROAD FACILITIES.

Three railroad systems give the City excellent passenger and freight facilities. The Blue Ridge Railroad connects with the main line of the Southern at Seneca, a distance of 35 miles, and with the Columbia & Greenville line at Belton, 10 miles away. The Charleston & Western Carolina Railroad operates trains to Augusta, and connects with the main line of the Seaboard at Calhoun Falls, 30 miles below the City. All connections are promptly made with trains on other lines, and the traveling public are given good service coming into and going out of the City. There are in all, twelve passenger trains running in and out of Anderson each day. Besides the steam railroads, the Piedmont & Northern Electric Lines have schedules out of Anderson to Greenville, Spartanburg and to Greenwood. This system will sell student tickets to those living at Belton, Honea Path and intermediate points, at the rate of one cent per mile.

SITE.

In deciding upon a location for the site of a college four offers were considered. All of these were regarded by the Board as generous and attractive. Two of them, in addition to lands sufficient for the location, embraced cash offers of ten thousand (\$10,000.00) dollars each.

After visiting the various properties offered, the Board unanimously decided to accept an offer from the College Heights Land Company of a donation of thirty-two acres situated on a high elevation in the northwestern part of the City, and on the Interurban line of the Greenville, Spartanburg & Anderson Railway Company, and also situated on the City car line seven minutes ride from the business center of the town. This property is regarded as easily worth twenty-five thousand dollars (\$25,000.00) and there was submitted to the Executive Committee a bona fide offer of that sum for the property in the event that the College should be located on the adjacent property. The site is one of almost unsurpassed natural beauty, located within easy reach of the residents of the City, and its natural drainage and location make it an ideal one as regards health. The gift of this splendid property by the residents of the City demonstrates the interest and good will of the citizens of Anderson toward the College; and this feeling prevails throughout the entire City as shown by the generous rivalry exhibited in the other offers made.

GROUND.

The College grounds, thirty-two acres, are unique. Approaching from the Boulevard at an elevation of eighteen feet, there is a level site just large enough for the central building and one dormitory. From each side, and from the front and rear, the land slopes gradually to the limits of the property.

The front campus has already a large number of young trees and affords a handsome stretch to the street. To

the rear of the buildings is a splendid natural grove of several acres. Northeast of the buildings is ample ground where are located the basket ball, tennis courts and other outdoor athletics. The campus is being constantly improved and beautified under the direction of a landscape gardener and with the assistance of the College Association.

CLIMATE.

The elevation of the City is more than 850 feet above the sea level. The atmosphere is dry, pure and invigorating. The natural drainage is excellent, and there are no mosquitoes or malaria. The climate is healthful and salubrious, mild and pleasant at all seasons. The temperature seldom rises above 90 degrees in the summer, or falls below 25 in winter. The annual rainfall is from 48 to 50 inches. Anderson enjoys all the climatic advantages that make the towns along the foot-hills of the mountains attractive as summer resorts for our own people of the low country and as winter resorts for the people of the North.



BUILDINGS

MAIN BUILDING.

In the main building are offices and parlors on either side of the entrance, while the dining room and kitchen are just beyond in the rear of the entrance hall. There are ten class rooms, large and well lighted, with five great windows in most of them, the others having six. The library, gymnasium, home economics rooms, art studio and laboratories are in the front of the building on the second and third floors; while to the rear of the building over the dining room and kitchen, are a spacious auditorium and nineteen practice rooms.

WEST BUILDING.

No college in the State has provided more comfortable quarters for students. The building has linen closets on every floor, and a reception hall. Broad corridors run the length of the building suited for social life among the students. The front corridor is furnished with leather upholstering and an art square. This building affords accommodation for 65 students and officers, besides the studio of the Director of Music and other studios.

The furniture of the entire college harmonizes with the interior finish, all being mission. In selecting furniture the committee sought strength with attractiveness. That they succeeded in their quest is attested by the really handsome and comfortable furnishings of the students' bed rooms. Each room is given two single iron bedsteads, with the best springs, and forty-three pound mattresses, a combination study and library table, arranged with individual writing slides, book shelves and drawers, two large rockers, one straight chair, a dresser, and art square. A distinctive feature is that their rooms

are en suite, with a bath, lavatory and toilet for every two rooms. It will be seen that simplicity, durability and attractiveness are blended throughout.

EAST BUILDING.

East Building is a duplicate of the west building, already described. All buildings are connected by covered colonades so that it will not be necessary for students to be exposed to inclement weather.

Main building, library, dining hall, auditorium, practice rooms, east and west buildings are all steam heated, electric lighted and ventillated after approved modern plans.

The entire plant is connected with the City water, electric light, and gas.

RELIGIOUS ADVANTAGES.

Every effort will be made to keep an atmosphere in the College and community where true Christian character may be developed, so that students entrusted to Anderson College will return to their homes better fitted to assist in every work of morality and righteousness. The religious life of the College is characterized by sincerity, earnestness and positive conviction.

Chapel exercises are conducted each day by some member of the faculty or minister of the town or visitor of note. These devotions will be made a vital and useful part of College life. Students are required to attend these exercises, unless for good reasons they are excused.

Regular College courses in the English Bible are offered and made a requirement for graduation. It will be the aim of this course of study to cover the entire Bible, in a general way and much of it in a closer study, during the life of a student, while at college.

Besides chapel and a regular college course of study

a Young Woman's Missionary Society has been fostered during the year and made a source of power in training the young woman in religious work.

All boarding students are required to attend the church and Sunday school of their choice, at least once each Sabbath unless for unavoidable reasons they should be excused. The churches of all denominations in Anderson will make every endeavor to give to the young women a happy church home. The spirit of harmony and fellowship and cordiality of the Christian people is remarkable and will be conducive to the best religious advantages. We believe no town is more responsive to the appeals of the churches than are the people of this town. It is a distinctly church-going, church-loving, well-behaved town, as free of bad influences as the vigilance of active ministers and consecrated laymen can make a town of its size. Fewer vicious and more uplifting influences will hardly be found anywhere. Believing the demands of the hour call for women of deep religious convictions, we shall hope to make and keep Anderson College distinctively Christian.

GOVERNMENT.

The government of the College will be determined to a great extent by the character of the students. The liberty of the individual will be limited only by what is best for the growth and advancement of the student, and the best interest of the institution. When liberty becomes licensed to mar one's best interest or trespass the rights of others then law and limitation become necessary. We shall discount needless laws and restrictions, as much as possible, and the appeal will be made to do right because it is right. The closest co-operation of the student body with the faculty will be encouraged and welcomed in matters of control. We believe in self government for the students as much as the temperament of the individual will permit. The hand of authority will be felt only when the conduct of the student

makes it necessary. Happy and well regulated home life, considering the girls as daughters, will be the aim. Any privileges delegated to the student body, will be withdrawn if abused. A sense of responsibility, self-control, and respect for the rights of others, and co-operation in all that is for the best good will be developed and encouraged.

We urge that parents entrusting their daughters to the care of the College will assist us in every way by discouraging requests for special privileges, being assured that students will have every freedom conducive to good discipline. We shall be glad to gratify any wishes of parents or guardians, but it must be remembered that while students are in the institution they are under its control. Whatever demands are made will be with a view of developing the most wholesome influence and securing the best work. Due respect for the officers and teachers and regulations of the institution will be expected at all times.

Visiting out of the College is discouraged, except in a most limited degree, as this is detrimental to successful study and influence. All communications from parents or guardians must be addressed direct to the President and not sent indirectly through the pupil. Correspondence of college girls must not be excessive. While it is rarely done, the college reserves the right to open and hold any correspondence should it seem necessary.

Social life and entertainments will be limited so as to safeguard student life and discourage and prevent dissipation. Students are here for a serious purpose and we must insist on regulations that will protect faculty and students in carrying out the intent and purpose of college life.

Patrons and friends are welcomed to the College as guests as much as is conducive to the best interest of all parties. A limit, however, must be placed upon these visits.

Members of the faculty or pupils who wish to invite visitors must first receive permission from the President's office. When convenient visitors will be cheerfully entertained on Sundays and Mondays. Visitors of teachers and pupils are not entertained in the College on school days except on rare occasions when special permission must be obtained from the President.

All calls on teachers or pupils must be announced at the office. Callers are received only at such times as may be designated by the College and never during school hours.

The College employs only such teachers as are believed to be heartily in accord with the aim and purposes of the institution and no teacher will be retained who is not qualified for the work, or who fails to comply with the rules and regulations, or who is not thoroughly loyal to the College.

DRESS.

For various reasons we discourage extravagant dressing while in college. *Good taste*, neatness and simplicity in dress constitute an important element of refinement and culture. *In student life elaborate evening gowns are not appropriate on any occasions*, but simple evening dresses for drawing-room receptions and entertainments are in keeping with the college life.

That the suggestion of rivalry in dress may be prevented, and students present on public occasions a harmonious and tasteful appearance, we suggest that every student wear a plainly tailored coat-suit with hat and gloves to match.

Parents are urged to have their daughters attend to dressmaking, as far as possible, before leaving home.

OUTFIT.

Each room has, as announced, connecting bath and lavatory and large closet. The rooms are furnished

with two single beds, mattresses, pillows, chairs, table, dresser, book rack and art square. Teachers and students are required to furnish pillow cases (size 20 x 32 inches) sheets, spreads, blankets, towels, napkins and any other article of use or ornament, desired for her room, such as spoon, drinking glass, pictures, etc.

It will be remembered also that students should be furnished with umbrellas, overshoes, rain-coat and toilet articles according to necessity.



HEALTH

The health record of Anderson is exceptional. The cleanliness of the City, the vigorous sanitary precautions, and a mild and exhilarating climate contribute to the general healthfulness of the community. This was one of the pioneer towns in requiring inspection of dairies and beef cattle, and the establishment of an abattoir.

WATER.

The water used by the College is not only brought from deep wells but is filtered by the City before using. In everything relative to good health the City is abreast of the times.

BUILDINGS.

Every arrangement of the buildings and their construction has had the health of the students in mind. The dormitories are arranged so as to avoid needless climbing of stairways, and so connected with the main building as to avoid exposure.

INFIRMARY.

The College has well arranged infirmary accommodations in the East Building. Here under the care of an experienced woman and the College physician the sick are given the very best care. Parents may rest assured that the physical life of their daughters will not be neglected.

MEDICAL CARE.

That health may in no sense be neglected the services of a skilled physician have been secured, without extra charge to the students. This physician is a woman of



The Approach to the College as Seen From the Administration Building.

marked ability, and not only has hours for consultation daily, and tends all cases of sickness in College, but has general supervision of the sanitary arrangements of the institution, and is subject to call at any time. She also teaches those branches in the Curriculum that require skill and knowledge peculiarly known to medical science. Under the head of Hygiene and physical education will be seen more fully the care taken for the development of the body.

ATHLETICS.

The gymnasium and the athletic field are made a vital part of the work of the institution.

FOOD.

It is a fact that no article of food that was not first-class has ever been ordered or received by the College. The preparation of the meals is of paramount importance and this is done under the direct supervision of the teacher of Domestic Science.

It seems but a crime for students to leave college, impaired in health, and every effort will be made to develop the body as well as the mind.

LITERARY SOCIETIES

The Literary Societies are conducted with enthusiasm. The societies are organized for the promotion of culture and to give life and variety to college development. They are open to all students of the institution. The meetings are held each week and interesting programs are rendered consisting of debates, essays and subjects pertaining to literary attainment.

LIBRARY.

The College Library is supplied with daily and religious papers, and with the best magazines, Musical magazines and reviews. The library contains a well selected collection of books of reference, literature, history, etc. It is the purpose of the trustees to spend several hundred dollars during the summer vacation in supplying the latest and best books found in modern college libraries.

The students also have access to the Carnegie Library which is one of the best supplied libraries found anywhere

EXPENSES

The times demand thorough education. To secure thoroughness, expensive equipment and instructors must be kept. A noted professor recently said: "The United States is the only nation that has deliberately handed over the education of the young to the lowest bidder." This college will not seek your daughter by offering cheap education or by any scheme of rate cutting, but will try to secure the best instructors and offer thoroughness.

The following rates are as low as the quality of service will permit:

Board, Room, Medical Fee, Infirmary Fee, Matriculation	
Fee -----	\$200.00
Tuition—Literary Studies -----	\$75.00
Piano, under Director -----	75.00
Piano, First Assistant -----	60.00
Piano, Second Assistant -----	50.00
Pipe Organ -----	80.00
Voice -----	70.00
Violin -----	60.00
Theory and Harmony—in class -----	15.00
Advanced Theory and Harmony (Adjusted according to number in class) -----	
Musical Facts -----	5.00
Chorus Class -----	5.00
Use of Piano, One hour a day -----	6.00
Use of Piano, Two Hours a day -----	10.00
Organ Use -----	20.00
Expression -----	60.00
Art (Single Course) -----	60.00
Home Economics -----	50.00
Supplies at actual cost, estimated at -----	15.00
Physical Culture -----	10.00
Laboratory Fee, any Science, per term -----	2.50
Day Students, Literary Tuition -----	75.00

Any student desiring to take any single branch in the academic department less than the required number of hours can do so only by making special arrangements with the President.

DISCOUNTS.

When two or more boarding students are entered from the same family a discount of ten per cent. is allowed on all bills, provided the students remain the full college year.

Any student taking work in two or more departments will be allowed a discount of ten per cent. on the total tuition bill. This will not apply to any receiving the sister's discount.

No charge for tuition in the literary department will be made to ministers regularly engaged in their calling, who send their daughters as boarding students. Ministers' daughters not received as boarding students, will be charged half rate for literary tuition, special branches at catalogue rates.

No discount will be allowed either boarding or day students for absence from any cause except sickness, and that only when for as long a period as one month.

No reduction will be made for holidays. Students not returning after Christmas will be charged to the end of the term.

All bills are payable quarterly in advance, except those of day students which are payable in two instalments in advance.

While all bills are payable quarterly in advance it is distinctly understood that all students are accepted for the entire school year, and no reduction is made for withdrawal, except in cases of protracted illness or for providential reasons making withdrawal absolutely necessary. In such cases the charge for room, board, etc., is prorated from the beginning of the term to the day of withdrawal,

but in all cases tuition is charged to the end of the term unless pupils enter for less than the term, in such cases special arrangements must be made with the President.

All charges are made from the first of the term unless entrance is delayed one month, then the charge is pro-rated from the time of entrance. No deduction for any cause will be allowed students withdrawing after the beginning of the fourth quarter.

Pupils are charged for studies dropped before the expiration of the time contracted for, though sometimes pupils are given permission to substitute other studies. No study can be dropped or taken up without permission from the President's office. Pupils cannot add extra studies, or change studies without permission from their parents.



Requirements for Admission

Students are admitted to this Institution as:

- (1) Sub-Freshman; (2) Full members of the Freshman Class;
(3) Conditioned members of the Freshman Class; (4) As members
of advanced classes; (5) As special students.

(I) Sub-Freshman—Sub-Freshmen are required to take such
courses as they need to complete the work required for College
entrance.

(II) For unconditioned admission to the Freshman Class the
applicant must show preparation by examination or certificate
equalling fourteen units. The units assigned to the subject indi-
cate the number of years in an approved high school with five reci-
tations weekly of forty minutes each for thirty-six weeks.

The candidate must offer:

English	3 units.
History	2 units.
Mathematics	2 units.
Latin	2 units.
A Science	1 unit.
Electives	4 units.

Total 14 units.

Electives—Any four standard High School units other than the
ten as required above may be offered for electives. The following
is the list of standard High School units according to the report of
the High School inspector of South Carolina (Page 63).

English	3 units.
Mathematics	4 units.
Latin	4 units.
History	4 units.
Science	6 units.
Greek	2 units.
German	2 units.
French	2 units.
Drawing	1 unit.

(III) Conditioned Freshman—Applicants showing not less
than eleven of the above required units. English being offered to
the extent of not less than two and one-half units and mathematics
to the extent of two units, may be admitted as conditioned Fresh-

man. The deficiency must be made by taking three units as offered in the sub-freshman, and within the first two years of residence.

(IV) **As Members of Advanced Classes**—Students will be admitted to such classes as their preparation may warrant, which will be determined by the committee on advanced standing. This is entirely provisional, however, and students will be regarded as having probationary standing only, until their proficiency shall have been tested.

(V) **Special Students**—Students matriculating in special departments will be required to conform to the conditions governing entrance to the Freshman class and must take at least eight hours per week in the Literary Department.

These requirements are subject to modification at the discretion of the management of the College.

Definition of Entrance Requirements.

1. English. (Three units.)

- a. The course offered by approved High Schools of the State totaling three units.
- b. Course offered by the College. Sub Freshman.
- c. Following course as suggested by the State University.

English	Unit.
1. English Grammar and Grammatical Analysis-----	1
2. English Composition and Elements of Rhetoric and Literature to make-----	2
	<hr/>
	3

The student must present at least the required unit of high school English Grammar. She should be perfectly familiar with the parts of speech, their inflections and uses, and should be ready and accurate in the analysis of sentences.

The high school composition should aim at giving the pupil power to express his thought clearly and accu-

rately on paper. The choice and arrangement of words, the unity and coherence of sentence and paragraph, and the simpler qualities of style should receive careful attention. Correct spelling, punctuation and capitalization are also essential in this preparation. Only the elements of formal rhetoric should be attempted, and the theme work might well be restricted to frequent practice in description, narration, and the simpler form of exposition. Theme writing should be closely correlated with the work in literature. For the session 1913, 1914 applicants will be required to offer but one unit in literature. This will be based upon the College Entrance Requirements, but equivalents based upon the State High School Course of Study of Masterpieces of American Literature, supplemented by Southern writers, or upon Standard English Poems and Prose will be accepted. What is expected of the applicant is a familiarity with a few of our literary classics and a genuine taste for good reading, rather than a knowledge of the lives of great writers and the history of literature. The High School should not undertake to make a critical study of literature entirely beyond the ability and appreciation of high school boys and girls.

For the convenience of teachers and pupils preparing for life or college, the following list of selections from American and English literature is recommended as suitable for high school study.

A. For Study and Practice.

Irving—Sketch Book (Selections).
Hawthorne—Twice Told Tales, or Simms; The Yemassee.
Longfellow—Evangeline, and the Courtship of Miles Standish.
Poe—The Raven, and The Gold Bug.
Washington—Farewell Address.
Shakespeare—Merchant of Venice, or Julius Caesar.
Lowell—Vision of Sir Launfal, or Timrod; War Lyrics.
Webster—First Bunker Hill Oration.
Macaulay—Life of Johnson.

B. For Parallel Reading and Practice.

Shakespeare—As You Like It; Macbeth.
Bunyan—Pilgrim's Progress.

Addison—Sir Roger de Coverly Papers.
Franklin—Autobiography.
Goldsmith—The Deserted Village.
Scott—Ivanhoe; Quentin Durward.
Dickens—Tale of Two Cities.
Macaulay—Lays of Ancient Rome.
Coleridge—The Ancient Mariner.
George Elliot—Silas Marner.

II. History (Two Units required.)

Each of the following counts one unit.

- (a) Ancient History.
- (b) Mediaeval and Modern History.
- (c) English History.
- (d) United States History and Civics.

The required preparation may be indicated by citing any Text book of recognized merit.

III. Mathematics. (Two Units required.)

1. Algebra. (One Unit required.)

Any Standard Algebra through quadratics.

2. Plain Geometry.---(One Unit.)

First five books in Plane Geometry as given in Wentworth's or any other text book of equal merit.

IV. Latin (Two Units required.)

- 1. Beginner's Latin finished; a thorough knowledge of Latin Grammar, one book of Caesar; Composition and Grammar stressed.
- 2. Caesar, three books. Composition and Grammar continued. Three orations of Cicero or the equivalent (Two Units.)

V. Science (One Unit required.)

Botany (One Unit.)

Physics (One Unit.)

Chemistry (One Unit.)

The student must have taken 120 hours work in an approved high school in the above mentioned study which he offers for credit.

DEGREES.

At present the College will confer only the Bachelor of Arts Degree, (A. B.) This is awarded to pupils com-

pleting 122 hours of College work as outlined in the "Course of Study."

SCHEME OF ORGANIZATION.

Credit will be allowed for each course as completed enabling students to enjoy the advantage of exceptional industry and ability, and to be unimpeded by those less able, or less studious.

The faculty may determine when a student may undertake such additional classes as will enable her to fulfil the requirements for graduation in less time than four years. No student will be permitted to take less than ten hours or more than eighteen hours per week unless by special arrangement with the authorities of the College, it may be deemed advisable.

A student offering for credit more in any department than the College requirement, will be admitted to such class in that subject as her preparation may justify.

EXAMINATIONS.

Two written examinations are conducted during the session, one at the close of the half session in January, and the other at the close of the last session in May. Students are required to attend these examinations; and when, for any cause, a student fails to do so she must stand a satisfactory examination, or forfeit her right to promotion.

The grade for promotion is 75 per cent. A student whose general average falls below 75 but above 60 will be conditioned. A student falling below 60 in any study will be required to take the work over.

REPORTS.

A report of the general standing of each student will be mailed to the parent or guardian at the close of every quarter.

Course of Study

FRESHMAN.

First Term.		Second Term.	
English -----	3	English -----	3
Latin -----	3	Latin -----	3
Mathematics -----	4	Mathematics -----	4
Physiology -----	3	Hygiene -----	3
Bible -----	2	Bible -----	2
	<hr/> 15		<hr/> 15

SOPHOMORE.

First Term.		Second Term.	
English -----	3	English -----	3
Latin -----	3	Latin -----	3
*Greek, French, German, -----	3	*Greek, French, German -----	3
*Science -----	3	*Science -----	3
History -----	3	History -----	3
Bible -----	1	Bible -----	1
	<hr/> 16		<hr/> 16

JUNIOR YEAR.

First Term.		Second Term.	
English -----	3	English -----	3
*Greek, French, German -----	3	*Greek, French, German -----	3
*Science -----	3	*Science -----	3
Psychology -----	3	Logic -----	3
Economics -----	2	Economics -----	2
Christian Evidence -----	1	Christian Evidence -----	1
	<hr/> 15		<hr/> 15

SENIOR YEAR.

First Term.		Second Term.	
Sociology -----	3	Ethics -----	3
Electives; -----		Electives; -----	
Prescribed -----	6	Prescribed -----	6
Free Choice -----	6	Free Choice -----	6
	<hr/> 15		<hr/> 15

*Either Greek, French or German may be selected but the language chosen in the Sophomore year must be continued in the Junior year.

Students who offer one unit in either of the above languages will be required to take one additional year in the language offered.

One unit in science, either Botany, Physics or Chemistry is required for entrance. The remaining two sciences are required for the completion of the College work.

Household Chemistry or Domestic Science Chemistry of equivalent value may be substituted for the course in General Chemistry.

Work in the departments of Music, Art, Expression or Domestic Science may be offered as electives in the A. B. course

SUB-FRESHMAN.

At present preparatory work is offered for those not prepared for the College proper, however, it is the purpose of the College to discontinue this department as soon as conditions will justify. The following courses which are equivalent to the standard unit of the accredited High Schools are now offered.

Latin	4	Science	3
Mathematics	3	German	2
English	3	French	2
History	4		



COURSES IN DETAIL

English Language and Literature.

Course I.—Freshman.

Three hours a week for the year.

Advanced Composition and Rhetoric.—Description and Narration.—Training in ready writing, weekly themes. A constant use of illustrative material from the best literature. Each student reads about twelve books from a selected list of fiction, essays and biography, and studies the authors and their periods and travels.

Course 2—Sophomore.

Three hours a week the first term.

Composition—Daily themes. This course is designed for those students already somewhat proficient in composition who wish to increase their facility in rapid writing.

Longer essays, criticisms, and appreciations.

Three hours a week second term.

Exposition and Argumentation.—This course is designed to give training: (1) in the use of compact phrasing, logical definition, evidence, and in the recognition of fallacious reasoning; (2) In the organization and presentation of material for use in teaching or in other kinds of professional life.

Selected readings in prose and poetry from English authors.

Course 3—Junior.

Three hours a week first term.

(a) **Shakespeare**—Six plays required.

Three hours a week second term.

(b) **American Literature.**—A review of prose verse of the Colonial and Revolutionary periods, followed by a more intensive study of the nineteenth century authors, especially Irving, Lowell, Whitman, Poe, Hawthorne, Emerson, Holmes, Longfellow, Whittier, Lanier. A course in American History should precede or accompany this course.

Or

(c) **The Novel.**—An outline of the origin and development of prose, fiction, lectures, written reports and personal conferences.

Or

(d) **Nineteenth Century Poetry**—A study of modern poetry. Reading of various sorts, biographical and illustrative. The work

is conducted through lectures and written reports on the reading each week, and individual conferences. (Any one may be selected for the second term.)

Course 4.—Senior. Three hours a week for the year.

(a) Comparative Literature.

Or

(b) The Drama from Miracle Plays to Shakespeare.

Or

(c) The Short Story and American Literature.

School of Latin

Freshman Class. Three hours a week for the year.

Course A.—Virgil's Aeneid, four books; Versification.

Exercises in prose composition. Bennett's Latin Grammar.

Course B.—Livy, Books 21 and 22.

Preston and Dodge's, The Private Life of the Romans.

Sophomore Class. Three hours a week for the year.

Course C.—Horace's Odes and Epodes.

Course D.—Cicero's de Senectute.

Exercises in prose composition.

Junior Class. Three hours a week for the year.

Course E.—Tacitus Agricola et Germania.

Course F.—Roman Comedy. Plays selected from Plautus and Terence.

Senior Class. Three hours a week for the year.

Course G.—Roman Satire—Juvenal. Readings from other Roman Satirists.

Course H.—Roman Tragedy. Seneca's Medea.

School of Greek

Three hours a week for the year.

Course I.—Study of the Greek Grammar, Exercises and Trans-

lation from Greek into English and from English into Greek.

Three hours a week for the year.

Course 2.—Epic Poetry. Homer's *Odyssey*. Reading—Selections from Herodotus and Plato. Greek prose composition.

French

First Year.

Three hours a week first term.

Course 1.—(a) Grammar (Chardenal's Complete French Course.) Pronunciation, articles, nouns and simple tenses of verbs. Composition and Translation, exercises in grammar. Drills in construction.

(b) Adjectives, adverbs, compound indicative tenses, reflexive verbs. Easy translation

Three hours a week second term.

Course 2.—(a) Pronouns, numerals and time constructions. Abundant easy exercises. Dictation.

(b) Easy Reading. Composition.
Dictation and Oral Expression.

Second Year.

Three hours a week first term.

Course 3.—(a) Subjunctive mode. Composition. Easy reading. Oral exercises based on text read. Memorizing.

(b) Grammar completed. Translation French Reader (Rollins.) Oral and written expression based on text. Memorizing.

Three hours a week second term.

Course 4.—(c) Written exercises. Chardenal's Advanced Grammar. Translation (Talbot) *LeFrancais et sa Patrie*. Memorizing, poems and familiar songs.

(d) Translation: (Malot) *Sans Famille*.

(Dandet) *LaBelle Nivernaise*, (Duma) *LaTalipe Noine* Composition.

Third Year.

Three hours a week first term.

Course 5.—(a) and (b) Advanced Composition.

Text Chardenal. Translation: Coppee's *Poems* Madame de Sevigne's *Letters*. (Hugo) *Les Miserables*.

Three hours a week second term.

Course 6.—(c) and (d) (Duval) *Histoire de la Literature Francaise*. (Sand) *La Petite Fadette* (Sandeau) *Mademoi-*

selle de la Seigliere. Oral expression and dictation and composition throughout the year.

Fourth Year.

Three hours a week first term.

Course 7.—(a) and (b). Translation (Supplementary) Corneille. Le Leid, Hugo, Ruy Blas, Moliere, Tartuffe, Composition.

Three hours a week second term.

Course 8.—(c) and (d) Frequent practice in writing from dictation.

Oral Expression—Translations from Moliere's plays. Rousseau. Taine. Balzac.

German

First Year.

Three hours a week first term.

Course 1.—(a) Grammar (Paul V. Boean); pronunciation, noun declension and auxiliary verbs; Drill in construction.

(b) Declension of adjectives, pronouns, numerals and conjugations. Easy translation.

Three hours a week second term.

Course 2.—(c) Conjugation in detail, irregular verbs. Easy translation and composition from text.

(d) Passive voice, prefixes, adverbs and conjunctions. Easy translation, memorizing, composition.

Second Year.

Three hours a week first term.

Course 3.—(a) Bacon's Grammar completed. Daily drill through dictation and simple oral expression.

(b) Grammar (Thomas) Translation L'Arrabbiata (Hayre) Immense (Storm). Composition based on text.

Three hours a week second term.

Course 4.—(c) Grammar continued. Translation, InVaterland (Bacon) Composition (Bacon).

(d) Translation—William Tell (Schiller). Composition, oral expression, memorizing.

Third Year.

Three hours a week first term.

Course 5.—(a) and (b) Translation (supplementary) Schiller—Die Leid von der Glocks, Die Jungfran von Orleans; composition.

Three hours a week second term.

Course 6.—(c) and (d) Schiller—Der Neffeals Oukel, Wallenstein's Tod. Sketch of Schiller's Life; Composition.

Fourth Year.

Three hours a week first term.

Course 7.—(a) and (b) Reading (supplementary) Keller—*Bel-der aus der Deutschen Literature*, Heine, Lessing.

Three hours a week second term.

Course 8.—(c) and (d) Study of the life and works of Goethe.

Reading—Herman and Dorythea. *Faust*. German expression oral and written throughout the year.

Mathematics

Four hours a week for the year.

Course 1.—(a) **Solid Geometry**—Theorems and Constructions, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders and cones; spheres and spherical triangles. The solution of many problems, including loci problems relating to the measurement of surfaces and solids.

Text-Book.—Wentworth's, Revised by Wentworth & Smith.

(b) **Plane Trigonometry**—Trigonometric functions of acute angles; proofs of formulas and the transformation of trigonometric expressions by means of these formulas. Solution of trigonometric equations of simple character. The solution of right and oblique triangles, with and without the use of logarithms.

Three hours a week for the year.

Course 2.—(a) **Spherical Trigonometry**—Solution of spherical triangles; derivation of formulas.

(b) **Higher Algebra**, ratio, proportion, variation, the three progressions, surds, followed by subjects preparatory to a course in higher mathematics.

Three hours a week for the year.

Course 3.—(a) **Analytic Geometry**—The aim of this course is to afford an introduction to the study of geometry by means of Algebra. Systems of coordinates, the straight line, conic sections the general equation of the second degree are taken up.

(b) A continuation of (a), followed by an elementary introduction to solid geometry.

Three hours a week for the year.

Course 4.—(a) **Differential Calculus**—Principles of differentiation, proved and applied. (b) **Integral Calculus**.—The standard integral forms. Integration by rationalization and by

parts. Integration of trigonometric forms. Lengths and areas of curves. Surface and volumes of solids of revolution.

Two hours a week through the year.

Course 5.—History of Mathematics, with the solution of illustrative exercises and general discussions of mathematics.

History and Political Science

“Each generation can use the achievements of all former generations as stepping stones.”

Course 1.

Three hours a week first term.

Ancient History.—This course embraces a study of the nations of antiquity, with emphasis upon such institutions as may have survived the test of time and become a part of the great heritage of today. Text, Source book, readings in fiction, and citations to magazine articles dealing with recent excavations and their import.

Three hours a week second term.

(b) Mediaeval and Modern History.—Covers the disintegration of the Roman Empire, the rise of the papacy, mediaeval formalism in art and science, the Reformation, the Renaissance, the Crusades, together with the development of the middle class and the triumph of national aspirations, as found in Italy and Germany, with some attention to Modern world politics.

Course 2.

Three hours a week second term.

English History.—An effort is made here to trace the origin and growth of those institutions which are peculiar to England and to show how many beneficent governmental and social ideas of general acceptance today had their germ in early English practice.

Course 3.

Three hours a week for the year.

American History.—Covers the political development of our country with stress on the great national questions, the rise and fall of political parties, and the new era of industrialism.

Required for graduation.

Course 4.

Two hours a week for the year.

Economics.—A general course in economic principles. Special

consideration is here given to the question of trusts, monopolies, the tariff, socialism and labor unions.

Physical Sciences

Course 1—Botany.

Three hours a week first term.

This course includes the elements of plant life and structure, general functions of the plant, its adaptation to environment and relations to other plants and to the animal world, the natural history of the plant groups and classifications. Individual laboratory work is required of the student and class and individual field trips are encouraged.

Text: Bergen and Caldwell: Practical Botany.

Course 2.—Zoology.

Three hours a week second term.

This course is designed to acquaint the student with structure, life, history, and relations of the common vertebrates and invertebrates. Forms representing the principal orders are chosen for special study and records are made by means of accurate drawings and careful descriptions.

Course 3.—Physics.

Three hours a week for the year.

The course of instruction including lectures, recitations, class room demonstration and individual laboratory work. The following topics are treated: Molecular Physics, Mechanics, Hydrostatics, Pneumatics, accoustics, heat, light, magnetism and electricity.

Students are required to make record of the work done in the laboratory and to submit them to the instructor for correction.

Course 4—Chemistry.

Three hours through the year.

Study is made of the chief physical and chemical characteristics, the preparation and recognition of the important elements and their compounds. The laws governing chemical reaction, the meaning of chemical equations, and the more recent theories of the science are presented. Instruction by means of lectures, quizzes, lecture table demonstration, and individual laboratory work. The laboratory is fitted with chemical desks, water, gas, etc. The student keeps a record of the work done and submits it to the instructor for correction.

Course 5—Astronomy.

Three hours a week for the year.

This course deals largely with the historical development of

the subject and is designed to give general information concerning celestial phenomena. A limited amount of sky observation will be included. Elective. Open to Juniors and Seniors.

Course 6.—Geology.

Three hours a week for the year.

The science is treated as a unit, the history of the earth being its central theme, though of course, the usual subdivision of the subject, such as dynamic geology, stratigraphic geology, physiographic geology, etc., are presented. The subject is made real by the use of topographic maps, folios, and other publications of the United States Geological Survey. Elective. Open to Juniors and Seniors.

Physiology and Hygiene

This department aims to bring before the student the value of good health for the individual and community and the necessity for thought and care in order to secure and preserve health. The passage in the girl's life from childhood to womanhood is characterized by changes the most radical and far-reaching. It is needless to say that this period of life is one of supreme importance in a woman's life. Before coming to school the girl's life has been under the control of other people, but when she enters college her individual responsibility begins and she must be guided by her own judgment and her own sense of fitness and necessity. Realizing that this is the time when body and mind are plastic and good habits are easily formed it is our aim through the course to guide the girl in all ways possible in her physical well-being.

Course 1—Physiology.

Three hours a week for the year.

This course aims to give the student a knowledge of the various organs of the body and also of their normal functions. In this branch the following subjects are considered. (1) The Skeleton. (2) The Muscles. (3) The Skin. (4) Respiration and

the Voice. (5) Circulation. (6) Digestion and Food. (7) The Nervous System. (8) Special Senses.

Text Books Used.

Steel's Sciences.

Human Body and Health. (Davison.)

Recitations and Quizzes.

Practical Demonstrations whenever possible.

Specimens obtained from animals.

Preserved specimens shown under the Microscope.

Public Sanitation discussed: (1) Proper Ventilation, Heating, Lighting and Plumbing in habitations and schools. (2) Influence of water and food supplies in the spread of Disease. (3) Disinfection. (4) Causes and Prevention of the Common Diseases, as Malaria, Typhoid Fever, and Tuberculosis.

Personal Hygiene includes a course of lectures given on:

(1) Digestion—Manner in which we may aid or hinder.

(2) Respiration.

(3) Exercise.

(4) Proper care of the Skin.

(5) Series of Lectures dealing with problems which daily confront girls.

Philosophy and Social Science

The aim of this department is to give training in the methods of philosophical inquiry, with a survey of the history of thought in its relation to social and political questions.

Psychology.

Three hours a week first term.

This course aims to acquaint the student with the fundamental psychological principles, and includes a careful study of the most important phenomena of normal life. Lectures, demonstrations and recitations.

Logic.

Three hours a week second term.

The purpose of this course is to familiarize the student with the principles of correct reasoning. Special attention will be giv-

en to the fallacies of inductive and deductive reasoning, and the nature of inference. Practical exercises. Psychology a prerequisite.

Sociology.

Three hours a week first term.

This course covers the early social development and emphasizes the growth of modern social institutions and the problems connected therewith. Psychology a prerequisite.

Ethics.

Three hours a week second term.

A consideration of fundamental problems of the moral life. Psychology a prerequisite.

Christian Evidence.

One hour a week throughout the year.

A Philosophical inquiry into the authenticity and credibility of the Scripture.

Pedagogical Psychology.

Two hours a week for the year.

An examination of child nature, and a study of the mental functions with special reference to their bearing on training and teaching children. Psychology a prerequisite.

English Bible

Required of all students in courses leading to degrees. Offered in Freshman and Sophomore years.

The aim of this course is to gain a knowledge of the English Bible, the work therefore is in no sense a critical study, but an earnest unprejudiced effort to obtain a knowledge of what is said in the Book of Books with the hope that our interest may be thereby so intensified as to compel a life-long application to its teachings.

Freshman.

Two hours a week for the year.

Old Testament.—Chronology of the books and authorship. Analysis and purpose of particular books. Literary characteristics and value. Relation to the New Testament. The subject matter of the Old Testament is divided into History, Poetry and Prophecy. Each of these great divisions is broken up into reasonable periods to be mastered one at a time.

Sophomore.

One hour a week for the year.

New Testament.—Political, Geographical and Physical characteristics of Palestine. Analytical outline of the life and the work of Christ as told in the Gospels.

The Acts and Epistles, the first period of organized Christianity emphasizing especially the life and travels of Paul.



View from a Neighbor's House.

Conservatory of Music

GENERAL.

Modern methods in both Theory and Practice, from the basis of conservatory instruction.

CONCERTS, RECITALS AND LECTURES.

Faculty and student recitals will be given from time to time, not in a casual way, but with regard to some distinctive phases of Music.

Illustrated study-lectures upon arts in general, and especially with regard to their relationship to musical art, illustrated by stereopticon views, will also be given throughout the session.

REGISTRATION.

After arrangement of course at the President's office all music pupils are required to make proper registration at the office of Director of Music before any course in music is begun.

MUSIC FACULTY.

This is a body of musicians selected especially for work along homogenous lines.

Dr. Charles R. Fisher, the Director, is a European Graduate in Piano and Organ, and obtained special distinction for the oratorio submitted for his Doctor's degree. He received his training in London and Leipsic, and is a special Recital Organist, being one of the Concert Organists at the London International Exhibitions. Dr. Fisher has had considerable experience as a director in the best American Colleges, and comes to Anderson in the fullness of his powers.

Miss Sarah E. Stranathan the Vocal teacher is a graduate in Piano and Voice from the Conservatory of Denison University. She also studied under Otto Engwerson, Columbus, Ohio; Dr. Carl E. Dufft, New York City; Wm.

L. Whitney, Boston, and Mme. Ida Lurig, Berlin, Germany.

Mrs. Fisher received her advanced violin training under Lyell-Taylor, of London, and advanced piano instruction under Emile Kelson of the London College of Music. She has also had excellent opportunity to study orchestral music, as a member of the London National League Orchestra.

Miss Ellie Howard Hudson, the second pianoforte assistant received her advanced training under Dr. Fisher, and is especially qualified to teach younger students along such lines as will lead directly up to his specialized teaching.

A peculiar advantage lies in the unity of method employed by all teachers in this department. Students are promoted from one grade to another, without change of method, and come under the instruction of the teachers of the advanced grades without that alteration of style which is often a drawback to the future musical development.

The musical equipment of the College includes three new grand pianoforte, a full concert grand by Knabe, and Studio grands by Chickering & Knabe.

A new concert organ of the highest type, is to be installed in the College Auditorium, at the opening of the Session 1913-14. This organ will be used for recital, service, teaching, and practice purposes.

INSTRUCTION.

(Course of Instruction prepared by the Director.)

The plan of instruction is designed to be broad in scope and high in standard. The theoretical and historical courses are arranged to afford the student symmetrical development along all lines of musical culture, technical, intellectual, æsthetic and emotional. The normal criticism classes, organized to supplement individual training in practical subjects, are of the highest value; they develop the critical and perceptive facilities of the student, and create confidence in performance.

The courses as outlined are required for a certificate or a diploma in any branch of practical music. The course leading to a degree is along such lines as will develop a mastery over the technique of composition, musical analysis, and musical criticism.

THEORETICAL AND HISTORICAL MUSIC.

Students in all branches of practical music-pianoforte, voice, violin, organ, must complete the prescribed amount of theoretical and historical study before a diploma or certificate can be awarded in any of these subjects. For graduation, all theoretical and historical work up to, and including, the second year of the degree course is required. For the certificate all up to, and including the first year of the degree course is required. Selected readings from library works will be required in addition to the set works.

PRACTICAL MUSIC.

The study of musical facts is essential as a preparation for any course in practical music. All who enter for music are expected to join the class in this subject or pass the test examination, as no grade in any course in music can be completed without this. Where specific studies or pieces are mentioned they are to be taken as specimens of types which can be replaced by others of a similar nature at the discretion of the teacher.

Each division beyond the preparatory one is intended to be a year-course, but no grade will be considered finished unless satisfactory general progress has been made, as proved by examination.

Attention is called to the educational side of the preparatory courses in all departments of the conservatory. It aims to give that foundation which is so essential as the first step towards success in the art of music. Neglect in this prime requisite severely handicaps the student in the more advanced stages of musical study.

CHORAL AND ORCHESTRAL ASSOCIATIONS.

The College Choral Association and Orchestral Class

are formed for the concerted performance of Vocal and Instrumental Music. All Vocal and Violin students are required to join these associations. Other students are encouraged to become members of the Choral Association, on account of its value afterwards, both in church and social life.

THE PANTA MUSICA SOCIETY.

This society is formed for the mutual study of the varied phases of music and kindred arts. All music students are expected to join because of its broadening influence upon æsthetic education. For this reason all other students are invited to join.

RECITALS.

Faculty recitals are given at intervals during the year in the Auditorium.

Student's recitals are given from time to time and are one of the most important incidental advantages of the School. All music students are required to attend, either as performers or hearers. Fully graded students alone will be selected as performers, at important public recitals or Concerts. A student desiring to sing or play at a public event, must receive the consent of her teacher and the Director before doing so.

THEORY OF MUSIC.

This course aims to provide adequate instruction for those who intend to become musicians by profession, either as teachers or as composers, and to afford a course of study for such as intend to devote themselves to musical criticism and the literature of music.

Preparatory

FIRST YEAR.

(Elementary Notation.)

The Staff.—Clefs, ledger lines, sharp, flat, natural, ac-

cidentals, key signatures, shapes and names of the notes, bar and bar lines, time and time signature, general elementary information. First facts in musical history. An elementary vocabulary. "*Fisher's Essential Musical Facts.*"

SECOND YEAR.

(Essential Musical Facts.)

A more advanced knowledge of the elements of notation, scale structure, both diatonic and chromatic; key and time signatures, and various forms of accent as regulated by the time signatures; graces and embellishments; C clefs; intervals and ear-tests; stepping stones in musical development as shown through its history; elementary facts in acoustics; a musical vocabulary. Cro-west's "*Art of Music.*"

Degree Course

FRESHMAN YEAR.

A base of melody to be harmonized in four, three or two parts, using chords up to and including the dominant seventh; cadences; modulation; ear tests; analysis of chords; transposition; vocal score writing. Parry's "*Studies of the Great Composers.*"

SOPHOMORE YEAR.

A knowledge of the elements of harmony throughout; strict counterpoint in two parts; all five species. Form and analysis. Elementary orchestration. Acoustics. The meaning and pronunciation of musical terms. Parry's "*Evolution of the Art of Music.*"

JUNIOR YEAR.

A thorough knowledge of four-part harmony, both diatonic and chromatic; exceptional chords; sequences;

pedals; modulation in all forms; strict counterpoint up to and including four parts; free counterpoint; two-part canon; fugue structure; the essentials of composition.

Instrumentation, including a study of the full score of Beethoven's pianoforte Concerto in C minor; Stone's "*Scientific Basis of Music*;" Parry's "*Style in Musical Art*."

A short prescribed musical composition, and an essay of about 2,000 words bearing upon some subject connected with music.

SENIOR YEAR.

An exercise must be written containing some five-part harmony, imitative counterpoints, and a fugue. This must receive the approval of the College Professor of Music before the final examination can be taken. Students must certify that this composition is entirely their own work. The composition must take at least twenty minutes in actual performance, and should be in the form of: (a) a choral work of not less than three movements (one a movement for accompanied solo voice) with an accompaniment for strings, or for pianoforte, or organ; (b) a sonata for pianoforte or organ; (c) a quintette for strings.

An essay to be written to show the points of similarity and divergence in two standard works of harmony.

Advanced study in four and five-part harmony and counterpoint. Double counterpoint in the octave, tenth, twelfth, and fifteenth.

Canon and fugue in three and four parts. The Prout series of theoretical works will be used for advanced study.

Instrumentation, including a critical knowledge of the full score of Mendelssohn's *Hymn of Praise*. Selected critical and historical works bearing upon music.

ALTERNATIVE STUDIES.

(a) The Conservatory Course in either pianoforte, voice, organ, or violin, up to, and including the junior

year, or (b) an approved course in either the French or German language.

Pianoforte

PREPARATORY—FIRST YEAR.

Introductory—elements of simple notation; first finger exercise; first wrist exercises; notes of equal length; C, G, and F major scales, one octave ascending and descending; very easy study and pieces.

SECOND YEAR.

Scales—Major scales.*

Arpeggios—Those based on the major tonic chord, similar motion.

Exercises—Selected five finger and other preparatory exercises.

Pieces—Easy pieces of an educational type.* Sonatinas.

Sight Reading—A very easy test.

Musical Knowledge—Such simple facts as are required to intelligently grasp the meaning of the practical study.

FRESHMAN YEAR.

Scales—Major, minor (harmonic form) four octaves, in octave position, similar motion.

Arpeggios—Those based on the tonic chord, similar motion.

Studies—The easier studies of Bertini, Ozerny or Heller.

Pieces—Sonatinas and the easier sonatas, together

*All scales and arpeggios must be memorized and also taken in both quadruple and triple groupings. Some pieces are to be memorized. This applies to all grades.

with other selected compositions illustrative of the various styles of music.

Sight Reading—A simple test.

Musical Knowledge—Theoretical music; first year of preparatory course.

Some octave studies must be taken in each of the collegiate years.

SOPHOMORE YEAR.

Scales—Major, minor (both forms) and chromatic, in octave position, similar and contrary motion.

Arpeggios—Tonic and dominant seventh, in similar and contrary motion.

Studies—Czerny's *Velocity* and *Octave Studies* Bertini's Op. 29 and 32, Heller's *Selected Studies*.

Pieces—Sonatas by Haydn, Mozart, Dussek, together with selected pieces from the romantic and modern composers.

Sight Reading—A test of medium difficulty.

Musical Knowledge—Theoretical music; second year of the preparatory course.

JUNIOR YEAR.

Scales—Major, minor (both forms) and chromatic, in third, sixth and tenth positions, similar and contrary motion. C, G and F major scales in double thirds and sixths and octaves.

Arpeggios—Diminished seventh in similar and contrary motion; a recapitulation of the tonic and dominant seventh.

Studies—Cramer, Clementi's *Gradus ad Parnassum*, Berens, Bach's Inventions.

Pieces selected two and three part Preludes and Fugues from Bach; Beethoven, Schubert and Grieg sonatus;

pieces selected from Chopin, Liszt and the modern composers generally.

Sight Reading—A fairly advanced test.

Musical Knowledge—Theoretical music; first year of the degree course.

SENIOR YEAR.

Scales and Arpeggios—A recapitulation, together with the arpeggio inversions, in similar and contrary motion. Also where all commence on the thumb and fifth finger. The major and minor scales in double and thirds, sixths, and octaves. All these must also be taken *attacato*.

Studies—Special studies from Clementi, Chopin, Henselt, Tausig, etc.

Pieces—A program for a recital to be selected from the different types of composition; this must include a fugue, sonata, and concerto, together with pieces in the romantic and more modern styles of music.

Sight Reading—(a) To read readily a piece of ordinary difficulty; (b) to accompany a song; (c) to transpose a simple song accompaniment one or two semi-tones above or below the key given.

Musical Knowledge—Theoretical music; second year of the degree course; an essay of about 2,000 words upon some selected theme of a musical nature. Subject: *In what ways have the Arts educatively influenced the progress of mankind, both mentally and emotionally.* Make special reference to the Art of Music in this connection. Questions on pianoforte technique.

NORMAL COURSE.

The physical side; pianoforte mechanism; various forms of technique; tone qualities and methods of production; the *sostenuto* pedal; the *una corda* pedal; the metronome; apportionment of daily study; memory and music, phrasing; form for pianists; elements of the beauti-

ful in music; fugal music; classical music; romantic music; realistic and descriptive music; the intellectual vs. the emotional in music.

Physical training and pianoforte gymnastics.

NOTE—A peculiar advantage lies in the unity of method employed by all teachers in this department. Students are promoted from one grade to another and come under the instruction of the teachers of advanced grades without change of method to delay their progress.

Organ

A considerable practical knowledge of pianoforte technique should be obtained before commencing the study of the organ.

Special attention is given to the art of Service accompaniment, as the organ is principally used for Church Service. In this end organ students will have opportunity afforded from time to time, to play for worship.

The normal scale arpeggios and other technical work is the same as for the corresponding grade in pianoforte playing, and is best learned on the pianoforte.

The full course is laid out along similar lines to that of the pianoforte, adapted to meet organ conditions.

The recital programme will be selected from such works as Bach, Handel, Mendelssohn, Guilmant, Widor, Masc Reger, etc. A knowledge of organ construction and Stop Registration is included in the course.

Pianists who desire a broad conception of their special instrument usually take a course in organ playing.

The College organ, now under construction, and which is to be installed in the Auditorium at the commencement of this session, will be most modern in type. Students can be assured of superior advantages in organ practice.

as the organ is of the best make and designed to satisfactorily meet the artistic musical requirements of the Auditorium.

Voice

Voice training, including the principles of breathing as applied to tone production, voice placing, execution and interpretation, is given by the department of vocal music, in a thorough course. This course follows the order here given.

PREPARATORY.

Scales—Major scales for medium voice to the sound, ah.

Studies—Simple solfeggio exercises for a limited medium voice.

Solos—Simple songs of an educational type.

Musical Knowledge—Facts bearing upon the study of music.

FRESHMAN YEAR.

Scales—Major scales with or without accompaniment.

Arpeggios—Those based on the tonic chord.

Studies—For medium voice, simple concone studies, etc.

Solos—Simple but various types of expression.

Sight Reading—A simple song.

Musical Knowledge—Theoretical music, first year of preparatory course.

SOPHOMORE YEAR.

Scales—Major and melodic minor scales.

Arpeggios—Major and minor tonic chords.

Studies—Arranged for a greater extent of voice than those of the preceding year; ear tests and intervals.

Solos—The simpler examples of various song forms from the great masters.

Sight Reading—A medium song test; an interval test.

Musical Knowledge—Theoretical knowledge; second year of the preparatory course.

JUNIOR YEAR.

Scales—Major and both forms of minor mode.

Arpeggios—Tonic and dominant seventh arpeggios.

Studies—From Concone and other works to meet the requirements of grade and voice.

Sight Reading—A fairly advanced test; an interval test.

Musical Knowledge—Theoretical music; first year of the degree course.

Pianoforte Playing—The freshman year in pianoforte.

SENIOR YEAR.

Scales—Diatonic and chromatic.

Arpeggios—Tonic, dominant and diminished seventh.

Studies—Specially selected for articulation and compass of the voice, interval studies.

Solos—Selected from the great masters in oratorio and opera, also solos from the great song composers.

Sight Reading—(a) A fairly difficult song; (b) interval tests; (c) to take part, according to voice, in vocal quartette or trio.

Musical Knowledge—Theoretical music; second year of the degree course, together with an essay of about 2,000 words upon some selected theme of a musical nature; questions on pianoforte technique.

Pianoforte Playing—The sophomore year in pianoforte with special reference to song accompaniment.

Violin and Stringed Instruments

The course for students of violin and stringed instruments is comprehensive and arranged to meet the individual need of pupils. The instruction is based upon the broadest lines, the object being to secure the best foundation and development of technical certainty and of artistic interpretation. Opportunities for assembly playing are given to the more advanced pupils.

VIOLIN.

PREPARATORY—DIVISION ONE.

First principles in bowing and fingering; primary exercises; scales and pieces; elementary facts in notation.

DIVISION TWO.

Scales—Major scales A, E, B, B flat in the first position.

Studies—Bohm's 40 *Easy Studies*, Op. 367, Part 1.

Pieces—Easy pieces by Sitt, Tours, Tschaikowsky, etc.

Musical Knowledge—Simple facts based upon practical study.

FRESHMAN YEAR.

Scales—Major scales throughout two octaves.

Arpeggios—Major, tonic chord.

Studies—Kayser, Bohm's 40 *Easy Studies*, Book II.

Pieces—Easy pieces by Handel, Dancla, Schubert, etc.

Sight Reading—A very easy test.

Musical Knowledge—Preparatory facts in theoretical division I.

SOPHOMORE YEAR.

Scales Major and minor scales (harmonic form) two octaves; slurred and detached bowing.

Arpeggios—Tonic chord and diminished seventh arpeggio.

Studies—Kreutzer, Papini, etc.

Pieces—Mozart's Sonatas, Taubert, Dvorak, Spohr.

Sight Reading—An easy test.

Musical Knowledge—Musical facts throughout.

JUNIOR YEAR.

Scales—Major, minor (both forms) three octaves.

Arpeggios—Common chord, diminished and dominant seventh.

Studies—Fiorello, Kayser, Kreutzer.

Pieces—Bach, the easier Beethoven's sonatas, Elgar, DeBeriot, etc.

Sight Reading—A test of moderate difficulty.

Musical Knowledge—The first year of graduate division in theory.

SENIOR YEAR.

Scales—All scales with various forms of bowing, and in different positions.

Arpeggios—A revision of all with diversified bowing and different positions.

Studies—Fiorello, Vieuxtemps, Rode, etc.

Pieces—A recital program from Bach, De Beriot or Max Brusch Concerto, Beethoven Sonata, Raff, Paganini, etc.

Sight Reading—(a) To read readily a piece of ordinary

difficulty; (b) to accompany a song with a violin obligato; (c) to transpose a simple obligato one or two semi-tones above or below the key given.

Musical Knowledge—The second year of the graduate division in theory, together with an essay of about 2,000 words upon some selected theme of musical nature; questions upon violin technique.

TEACHER'S DIPLOMA.

Any one of the practical courses, together with an oral examination upon musical matters which a teacher should be prepared to explain; the instrument under study and its technique; or, if vocal, questions concerning voice production, phrasing, breathing, pronunciation, etc.; the pronouncing of musical terms.

Aptitude must be shown in teaching the special subject under study. For this purpose facilities as a student teacher will be given to the candidate in the conservatory.

Art Department

Every branch of Art is taught in this department, and the course is based on study from objects, casts and life and includes drawing in charcoal, crayon and pen and ink, and painting in oil, pastel and water colors. The method is the same used in the best schools, the aim being to train the eye and mind to an intelligent appreciation of form and color, and to cultivate a taste for the true and beautiful. This purpose is not accomplished by copying alone and therefore students are required to draw and paint from the object and from nature. The course is as follows:

FIRST YEAR.

Drawing from geometric solids, objects and casts of detached features, study of perspective.

SECOND YEAR.

Drawing parts of the human figure from casts, and heads from life; study of artistic anatomy.

THIRD YEAR.

Drawing full length figure from the antique and life; painting from still life and life in oil and water colors.

FOURTH YEAR.

Drawing from the antique and full length from life; grouping of heads and figures; painting from still life and life.

Beginning with the first year students are required throughout the course to do outdoor sketching. This work is done in pastel, water color or pen and ink. Lectures on Art, History and Criticism accompany the entire course, illustrated by photographs of the best painting of the great galleries. Those students who wish to receive a diploma in Art will be required to pursue a regular course of work which may be extended over three or four years, according to the ability of the student and the time spent by her in the studio.

Expression Department

The human voice is the natural reporter of the individual, his character and his physical and mental status. As the individual rises in development, more thought is expressed in his voice. The study of expression endeavors to train the speaking voice and the body to respond in such a way as to reveal highest ideals and the most beautiful thoughts in the most artistic way. Its aim is to dispense with the insincere, the superficial, the af-

fect, and to enable the student to appreciate the beauties of great literature and to communicate these thoughts in their full meaning and greatest beauty to others. Reading is a communication of thought; a transference of ideas from one mind to others so as to influence their thinking in a definite way.

Believing that no person can be truly educated who cannot intelligently give to another the written thoughts of others; and knowing that characters are moulded by the thoughts that fill the mind, the following course in expression is offered:

CURRICULUM OF EXPRESSION DEPARTMENT.

Aesthetic Physical Culture throughout entire course.

Vocal Technique throughout course, expressive voice culture, breathing, tone placing, modulation, pronunciation, enunciation.

LITERARY INTERPRETATION.

FIRST YEAR—Evolution of Expression, Vols. I, II. (Emerson) Practical application to literary interpretation of psychological principles underlying the development of any art. Sight reading, short stories.

SECOND YEAR—Evolution of Expression, Vols. III, IV. Literary analysis and criticism. Short stories from standard and popular writers.

THIRD YEAR—Practical Public Speaking (Clark & Blanchard). Shakespeare's Julius Cæsar. Analysis of poetic form: lyric, epic, dramatic, monologue, drama. Studies from the poets.

FOURTH YEAR—The Taming of the Shrew, Merchant of Venice, As You Like It, Hamlet (Shakespeare) with scenes memorized from each. Studies from Browning, Tennyson, Wordsworth, Shelley, Keats, Poe, and other poets. Cuttings from standard short stories.

REPERTOIRE.

All students are required to memorize and finish selec-

tions suitable to be used for public rendering. They will appear before an audience from time to time, sometimes in a general public entertainment, sometimes in a smaller one, termed a private recital for practice. Each graduate is required to prepare a full evening's program of standard literature, which is to be rendered separately or in combination with another graduate.

DRAMATIC ART.

All students belong to the Southwick Dramatic Club, which was organized for practice in putting on short plays.

DIPLOMA.

No one will be allowed to graduate until the full four years' has been completed satisfactorily, together with the full college course in English, History, Psychology and Logic—this with a creditable public recital, will entitle the candidate to a diploma from the School of Expression of Anderson College.

PHYSICAL TRAINING.

The aim of education is to develop into a well-rounded whole each of the three sides of mankind, the moral, mental and physical. To this end a course of systematic exercises, suited to the needs of each individual, has been worked out and is offered to the students.

A weak body is a great handicap to the mental growth of a student, and means that such a student can not hold the place in the work that rightfully would be hers. A body that is uncontrolled and unpoised usually means an unpoised mind, and an unpoised mind is lacking in the power of concentration and steady application.

The purpose of regular systematic exercises is to develop the body into symmetrical form, full of strength and vigor; to enable it to respond easily and gracefully to the many demands made upon it, both from the standpoint of endurance, and for the sake of grace; to correct

the evil tendency toward stooping, with its accompanying diseases of lungs, stomach and nerves; and to restore all organs to a healthy ability to function properly.

(a) *Breathing Exercises*—Corrective gymnastics to aid function, develop chest and muscles, and muscular control; dumb bell and Indian club work; floor gymnastics.

(b) Work on heavy apparatus, such as stall-bars, parallel and horizontal bars; trapeze; flying and traveling rings; ladder work; jumping and vaulting; and pulley work.

(c) *Aesthetic Physical Culture*—Rhythmic exercises, fancy marches, Emerson System of Expressive Physical Culture.

(d) *Field Gymnastics*—Basket ball, tennis, track team work, pass ball games, etc.

A splendid equipment is provided both for out of door athletics and for indoor gymnastics. All boarding students are required to spend two periods weekly under the supervision of the director in such work as is suited to their needs, unless expressly excused by the College physician upon grounds of physical unfitness to take any form of vigorous exercise.

Home Economics

Education properly aims at broad culture, but it must be the sort capable of translation into life. Women are so circumstanced that in the nature of things, they are entrusted with the care of the home and children.

The ignorance of many whose training has been wholly literary is appalling. This department was determined upon in response to the demand for a blending of the purely cultural with the utilitarian in order to prepare young women for more efficient service in their distinct-

ive office. Work done in this department will be credited toward a degree.

COOKERY I.

Study of Food Materials—Cooking of cereals, vegetables, soups, eggs, doughs, beverages and simple desserts.

Each section serves a breakfast or a supper to invited guests.

COOKERY II.

This course continues cooking to develop skill in handling material. Cooking of yeast breads, fish, poultry, meats, deep fat frying, salads, cake, candy and frozen desserts. Particular attention is paid to invalid cooking.

Advanced Cookery—Study of food preparation on a scientific basis. This course deals with the application of chemical principles to the preparation of food. Study of cost of fuel and comparative cost of materials involved.

Household Science (a)—Lecture course of study in food and Dietetics. Study of food materials, their nutritive values and applications to feeding of individuals and families.

Household Science (b)—Study of development of shelter; principles of planning and equipment of house. Also an elementary knowledge of Home Nursing.

Roll of Students, 1913

Agnew, Louise	South Carolina.
Aiken, Jeanette	South Carolina.
Anderson, Annie	South Carolina.
Anderson, Ruth	South Carolina.
Bailey, Annie	South Carolina.
Beck, Florella	South Carolina.
Beck, Sudie	South Carolina.

Bolt, W. J.	South Carolina.
Bradham, Isabelle	South Carolina.
Bradham, Caro	South Carolina.
Breazeale, Marion	South Carolina.
Brown, Mitylene	South Carolina.
Brown, Felicia	South Carolina.
Bruce, Leda	South Carolina.
Burriss, Lucile	South Carolina.
Burriss, Helen	South Carolina.
Campbell, Julia	South Carolina.
Cann, Willie	South Carolina.
Clement, Mrs. J. W.	South Carolina.
Cleveland, Nettie	Florida.
Clinkscales, Maggie	South Carolina.
Clinkscales, Tommie	South Carolina.
Cobb, Lila	South Carolina.
Gobb, Lillian	South Carolina.
Cox, Mrs. W. F.	South Carolina.
Cox, Caroyl	South Carolina.
Crawford, Selma	South Carolina.
Crout, Turpin	South Carolina.
Cummings, Lorena	South Carolina.
Darby, Alvada	South Carolina.
Davenport, Ruby	South Carolina.
Ducworth, Alma	South Carolina.
Elms, Sunie	South Carolina.
Elms, Marie	South Carolina.
Fretwell, Elizabeth	South Carolina.
Fretwell, Catherine	South Carolina.
Gambrell, Selma	South Carolina.
Gentry, Nellie	South Carolina.
George, Leota	South Carolina.
Gossett, Edith	South Carolina.
Hall, Mattie	South Carolina.
Harbin, Ruby	South Carolina.
Harris, Helen	South Carolina.
Hembree, Ruth	South Carolina.
Henry, Louise	South Carolina.
Henry, Marguerite	South Carolina.

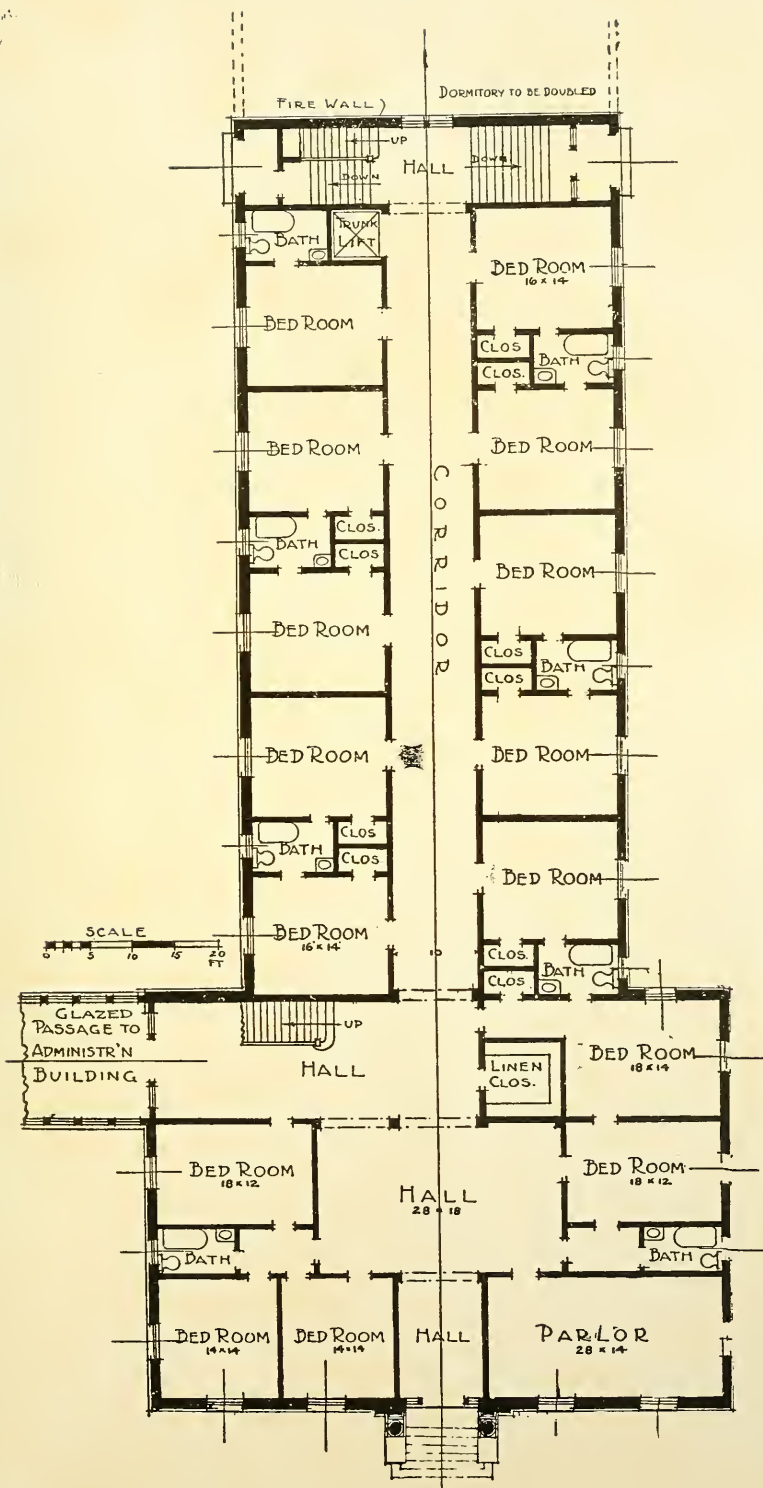
Horton, Mrs. E. R.	South Carolina.
Horton, Mollie	South Carolina.
Howard, Winnie	South Carolina.
Hubbard, Edith	South Carolina.
Hudson, Ellie	North Carolina. ✓
Hyatt, Monte	South Carolina.
Jackson, Hettie	South Carolina.
King, R. R.	South Carolina.
Knight, Ethel	Alabama. ✓
Ledbetter, Julia	South Carolina.
Lee, Olive	South Carolina.
Ligon, Louise	South Carolina.
Ligon, Maurine	South Carolina.
McAllister, Ada	South Carolina.
McClure, Beulah	South Carolina.
McClure, Janie	South Carolina.
McDonald, Myrtie	Georgia. ✓
McGee, Kathleen	South Carolina.
McGee, Lou Nelle	South Carolina.
McGill, Sudie	South Carolina.
McPhail, Nettie	South Carolina.
Major, Mrs. P. W.	South Carolina.
Manning, Ruby	South Carolina.
Martin, Nellie	South Carolina.
Masters, Zuline	South Carolina.
Morraha, Kathleen	South Carolina.
Moseley, Janie	South Carolina.
Norris, Ethel	South Carolina.
Owens, Dessie	South Carolina.
Prince, Sarah	South Carolina.
Pruitt, Ruth	South Carolina.
Reese, Lois	South Carolina.
Rice, I. R.	South Carolina.
Richardson, Barbara	South Carolina.
Richardson, Ellen	South Carolina.
Robinson, Virginia	North Carolina. ✓
Robinson, Kate	North Carolina.
Robinson, Willie Wray	South Carolina.
Russell, Nina	South Carolina.

Sammons, Nellie	South Carolina.
Schultz, Cecelia	South Carolina.
Shirley, Lucia	South Carolina.
Shirley, Maggie	South Carolina.
Smith, Alma	South Carolina.
Smith, Luta	South Carolina.
Smith, Nannie	South Carolina.
Sutherland, Maggie	South Carolina.
Sullivan, Catherine	South Carolina.
Sullivan, Emily	South Carolina.
Sullivan, Willie	South Carolina.
Talbert, Georgia	South Carolina.
Thompson, Alma	South Carolina.
Thompson, Edna	South Carolina.
Tribble, Anna	South Carolina.
Tribble, Frances	South Carolina.
Tribble, S. O.	South Carolina.
Turner, Gertrude	South Carolina.
Wakefield, Robbie	South Carolina.
Wakefield, Jane	South Carolina.
Wakefield, Annie	South Carolina.
Watt, Annie	South Carolina.
Watkins, Mary Stark	South Carolina.
Watkins, Nellie	South Carolina.
Watkins, Mrs. R. E.	South Carolina.
Webb, Lizzie	South Carolina.
Weeks, Miriam	South Carolina.
Wells, Lois	South Carolina.
Williams, G. T.	South Carolina.
Williford, Leathy	South Carolina.

Index

Admission Requirements.....	28
Art	59
Athletics	62
Bible	44
Buildings	16
Calendar for Session 1913-1914.....	3
Climate	15
Conservatory of Music	35
Course of Study.....	33
Courses in Detail.....	35
Degree Course in Music.....	49
Degrees	31
Discipline and Government.....	18
Domestic Science.....	63
Dress	20
English	35
Entrance Requirements	28
Examination	32
Expenses	25
Expression	50
Faculty	6
French	37
German	38
Government	18
Greek	36
Grounds	14
Gymnastics	63
Health	22
Historic Sketch	9
History	40
Home Economics	63
Hygiene	42
Infirmary	22
Latin	36

Library	24
Literary Societies	24
Location	12
Mathematics	39
Medical Care	22
Music	45
Officers of Administration.....	5
Organ	54
Outfit	20
Philosophy	43
Physical training	62
Pianoforte	51
Political Science.....	40
Preparatory Courses, see Sub-Freshman.....	34
Railroad Facilities	13
Recitals	48
Religious Advantages	17
Reports	32
Requirements for Admission.....	28
Sciences	41
Site	14
Stringed Instruments	57
Students, Roll of.....	64
Sub-Freshman	34
Violin	57
Voice	55
Teachers diploma in Music.....	59
Trustees, Board of.....	4



Ground Floor of a Dormitory. Both floors of each dormitory are practically the same.

APPLICATION

_____1913

To ANDERSON COLLEGE,

Anderson, S. C.

*I hereby make application for the
admission of Miss _____
as a student at Anderson College, according to the terms and
conditions of the catalogue, for the session of 1913-1914.*

Name _____

Address _____

Kindly fill out the following:

Past education _____

Studies desired _____

Parents will please note on the other side of this application any information relative to the students health or disposition which it will be advisable for the College to have.

